



TENNESSEE DEPARTMENT OF

EDUCATION

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Early Childhood Education Careers IV (ECEC IV)

Primary Career Cluster:	Human Services
Consultant:	Deborah Thompson, (615) 532-2840, Deborah.Thompson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	Early Childhood Education Careers I (6015), II (6016), and III (6017)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus if taken in conjunction with other Human Services courses.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Childhood Development Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career, and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education Certificate, Child Development Associate (CDA), and Tennessee Early Childhood Training Alliance (TECTA) certification.
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
Teacher Resources:	http://www.tn.gov/education/cte/HumanServices.shtml

Course Description

Early Childhood Education Careers IV (ECEC IV) is an applied knowledge course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. The course standards cover understanding the components professionalism, policies, regulation, and teaching to learn principles. Students in this course will participate in a work-based learning component of instruction and add work products to a course portfolio. Standards in this course are aligned with

Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee Psychology and Sociology standards, and the National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the capstone course in the *Childhood Development Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Human Services website at <http://www.tn.gov/education/cte/HumanServices.shtml>.

Course Standards

Safety

- 1) Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN CCSS Reading 3; FACS 9)
- 2) Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures. (TN CCSS Writing 4, 7, 9; FACS 12)

Professionalism and 21st Century Skills

- 3) Add the following professional attributes to the professionalism rubric created in ECEC I and write performance indicators for each:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Reflective teaching practice.(TN CCSS Writing 4; FACS 14)
- 4) Interview internship supervisor to determine the child care *program philosophy*. Research and gather diverse program philosophies from a variety of care situations and write a narrative comparing and contrasting them with the internship program philosophy. (TN CCSS Reading 6, 9; TN CCSS Writing 2, 8, 9)
- 5) Analyze case studies of provider reactions to children in both positive and negative situations. Write a narrative describing the consequences of provider behaviors and comparing them to the personal code of ethics developed in ECEC I. (TN CCSS Reading 2, 6, 9; TN CCSS Writing 2, 4, 9)



- 6) Research codes of ethics for running small businesses by comparing samples from professional organizations (such as the Society for Human Resource Management). Synthesize principles from the codes to add attributes and performance indicators to the personal code of ethics created in ECEC I. This document will be included in course portfolio. (TN CCSS Reading 9; TN CCSS Writing 4, 5, 9)

Policies

- 7) Access electronic resources related to the Tennessee Licensure Rules for Child Care Centers to identify the provider regulations for licensure and operation. Summarize the requirements and create tracking tools for documenting legal compliance. Topics for investigation include, but are not limited to:
 - a. Application for and maintenance of licensure
 - b. Ownership and organizational structure
 - c. Insurance
 - d. Required parental communication
 - e. Record keeping
 - f. Adult-child ratios
 - g. Indoor and outdoor play equipment
 - h. Educational activities
 - i. Technology use
 - j. Health and safety(TN CCSS Reading 2, 7; TN CCSS Writing 4, 6)
- 8) Research and cite the procedure for documenting and reporting child welfare concerns. Analyze a case study and assess the extent to which the proposed resolution of the case is appropriate. (TN CCSS Reading 1, 6, 8; TN CCSS Writing 9; FACS 4)
- 9) Drawing upon state regulations, develop procedures for releasing children (such as list of authorized persons; photo ID) and create parent documentation forms for medical information (such as food allergies, known disabilities, permission to administer medicine) and emergency contact information. (TN CCSS Reading 2, TN CCSS Writing 4, 6; FACS 4)

Requirements for Child Care Careers

- 10) Gather relevant information from multiple print and digital resources (such as job postings and promotional materials) to prepare a document or graphic comparing the entry-level qualifications for caregivers, assistant directors, and directors of child care centers. Evaluate the impact of postsecondary training and describe the benefits of participation in a professional early childhood organization, such as the National Association for the Education of Young Children (NAEYC). Revise the career pathway plan outlining academic and career achievement goals and timeline developed in ECEC I to reflect opportunities for advancement in the field. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 5, 8, 9; FACS 4)
- 11) Review case studies in education to argue the need for background checks—fingerprinting, drug testing, and checking professional references—and a professional code of conduct for providers and volunteers. (TN CCSS Reading 8; TN CCSS Writing 1)



- 12) Working in teams, use resources such as those available from the U.S. Small Business Administration to identify the components of a business plan. Create a hypothetical child care center and write a description of the business, its mission statement and an analysis of the market for its services. (TN CCSS Reading 2; TN CCSS Writing 4; FACS 4)

Teaching and Learning

- 13) Use a lesson plan template (created in ECEC III) to create daily activities within themed units of instruction for implementation with children ages one to eight. Where appropriate, align the activities with NAEYC's effective developmentally appropriate teaching strategies:
- a. Acknowledge what children do or say
 - b. Encourage persistence and effort
 - c. Give specific feedback rather than general comments
 - d. Model attitudes, problem-solving, and behavior toward others
 - e. Demonstrate the correct way to do something
 - f. Add challenges that promote cognitive development
 - g. Ask questions that provoke children's thinking
 - h. Give assistance (such as cues or hints)
 - i. Provide information directly
 - j. Give directions for children's action or behavior
- (TN CCSS Writing 4, 5, 9; FACS 4, 12)
- 14) Use the rubric (created in ECEC III) for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources.
- 15) Create developmentally appropriate, visually appealing instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internship. (TN CCSS Writing 4, 6; FACS 4)
- 16) Develop a communication rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to internship). (TN CCSS Writing 4; FACS 13)
- 17) Research language acquisition and use by children from ages one to eight, using academic journals and case studies. Write a narrative to demonstrate understanding of teaching strategies that promote development of complex language skills. (TN CCSS Reading 9; TN CCSS Writing 2, 4; FACS 4, 12)
- 18) Draw evidence from informational texts to develop lesson activity adaptations for inclusion of children with fine motor, gross motor, cognitive, social/emotional, and self-help/adaptive special needs. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 7, 9; FACS 4, 12)



Internship**

- 19) Apply knowledge from this and preceding ECEC courses to document the internship in the course portfolio. Demonstration of knowledge includes but is not limited to:
- a. Performing simple activities to check developmental milestone attainment
 - b. Maintaining children's records
 - c. Using a lesson plan template to create daily activities within themed units of instruction for implementation with children ages one to eight using developmentally-appropriate teaching strategies
 - d. Using the behavior management chart (created in ECE III)
 - e. Arranging learning centers that provide for children's exploration, discovery, and development
 - f. Selecting and using multiple resources and teaching methods
 - g. Creating new instructional materials
 - h. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
 - i. Evaluating student levels to adapt lessons for differentiated instruction, as needed
 - j. Establishing of a positive classroom climate
 - k. Creating opportunities for positive communication with families
- (TN CCSS Writing 4, 5, 6, 9)
- 20) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism. (TN CCSS Writing 4)
- 21) During the internship, implement lesson plans developed in this course and carry out daily childcare routines, such as meals, naps, personal hygiene and exercise. Annotate lesson plans and work products to document lessons learned. (TN CCSS Writing 5)
- 22) Create and continually update a personal journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
- a. Tasks accomplished and activities implemented
 - b. Lesson effectiveness
 - c. Positive and negative aspects of the experience
 - d. Self-assessment and plans for refining instructional practice
 - e. Interactions with children, families, providers and other staff
 - f. Personal satisfaction
- (TN CCSS Writing 4, 7, 10; FACS 4)
- 23) Upon conclusion of the internship, write a clear and coherent reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship. (TN CCSS Writing 2, 5, 6, 7; FACS 4)



The following artifacts will reside in the student's portfolio:

- Revised professionalism rubric
- Revised statement of personal teaching philosophy
- Revised personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship setting, children, and a contract or list of interning student responsibilities
- Lesson plans, assignments, developmental assessment activities and instructional materials created
- Examples of visual material incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from ECEC IV teacher based on observations
- Sample child's work product

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 4, 5, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 1, 3, and 5 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

**Internships should follow policies outlined in the work-based learning guidebook, found online at <http://www.tn.gov/education/cte/wb/doc/WorkBasedLearningPoliciesApril2013.pdf>.

